



## Advert

<b>Role</b>	EYFS Teacher with a responsibility for Forest School intervention
<b>School</b>	Vermont School
<b>Hours</b>	Full time/ part time
<b>Salary</b>	MPS/UPS + SEN allowance
<b>Closing date</b>	10 <sup>th</sup> December 2024
<b>Interview date</b>	Week commencing 16 <sup>th</sup> December 2024
<b>Start date</b>	April 2025

An exciting opportunity has arisen for an Early Years Foundation Stage (EYFS) Teacher to join our experienced team at Vermont Primary School, part of the Aspire Trust.

Aspire is a small but fast paced trust consisting of 9 schools, 1 Secondary and 8 primaries. Our family of schools are based in the wonderfully vibrant and diverse City of Southampton, on the South Coast of England. Our trust is based on the co-operative values of self-help, self-responsibility, democracy, equality, equity and solidarity. We believe in openness, honesty, social responsibility and caring for others.

Unlike a Multi-Academy Trust, our schools remain autonomous bodies with their own governing bodies and their own Headteachers. Whilst we are all Foundation School that work within the Aspire Community Trust, we also maintain our Local Authority maintained status. This is important – we want to provide a local education that meets the needs of our local context.

At Vermont, our vision is to promote a child centred approach to enable our children to become independent learners who foster a sense of enthusiasm for learning through a range of real-life experiences and practical, hands-on activities.

We are seeking a passionate and experienced EYFS teacher to join our team at Vermont School, a nurturing and inclusive environment catering to children with Social, Emotional, and Mental Health (SEMH) needs. If you are ready for a new challenge and enjoy working with an organisation where no day will be the same, then please apply.

### Job/person summary:

- Demonstrate a positive, enthusiastic and imaginative approach to children's learning in order to meet the specific needs and the requirements of the National Curriculum and School Curriculum

### We can offer you:

- a collaborative working environment;
- opportunities to work with multi agencies and access to –
  - play therapists
  - occupational health therapists
  - speech and language therapists
  - educational psychologists
  - Majestic Project
  - Saints Foundation
- trauma informed working practices;
- the opportunity to work with wonderful young people and their families and make a significant difference to their lives

- a supportive senior leadership team who collectively and individually offer a wealth of experience;
- daily debriefs and supervision;
- a comprehensive CPD programme;
- an individual induction programme supported by a buddy scheme;
- eligibility to join the Teachers' Pension Scheme or Local Government Pension Scheme for support staff;
- SEN allowance payable for teaching staff
- exciting move to extensively refurbished new school in the coming 18-24 months
- the 'Vermont Family' who support you and each other while giving the best for our children
- access to an Employee Assistance Scheme (EAP) for yourself and your family –
  - 24 hour helpline
  - phone and face to face counselling sessions
  - financial guidance
  - legal assistance
  - support & coaching for managers
  - signposting for general help
- a positive, creative and supportive environment
- free car parking

### Application procedure

Should you wish to apply for this vacancy, please view the linked documents on our website, [Vacancies | Vermont School](#)

Please return the completed Application form to Mrs Annie Mewett, [recruitment@vermontschool.co.uk](mailto:recruitment@vermontschool.co.uk)

Where applicable, potential candidates may benefit from a tour of the school. Please note, any candidates requesting a tour will be asked for their current place of work which will allow the school to verify, where possible, the name and place of work given. Potential candidates will be asked to bring their current school ID and/or photographic ID as proof when they visit the school for a tour.

Successful candidates will be subject to online searches.

**Applications will be reviewed as they are received. An early application is advised with interviews possibly being arranged in advance of the closing date. Vermont School reserves the right to make an appointment before the closing date.**

### Safeguarding

Vermont School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and fulfilling our statutory obligations as detailed in the DfE statutory guidance, 'Keeping Children Safe in Education'

We are committed to recruiting candidates who share this commitment and therefore we apply robust recruitment and selection procedures to ensure that the people selected are suitable and that all candidates are subject to the appropriate pre-employment checks

## Job Description: EYFS Teacher

### Your role

- As class teacher, you will teach a small class of mixed age children with a range of complex behavioural needs
- All of our children have an Education Health and Care Plan (EHCP) and Vermont School is a Social, Emotional and Mental Health (SEMH) specialist setting which supports children with autistic traits, ADHD and children who have been impacted by multiple adverse childhood experiences (ACES)
- Our children experience a rich curriculum which, in addition to daily Maths and English, includes highly regarded RE and PSHE offers, cookery, swimming and outdoor learning opportunities

### Forest School Intervention

- Design and deliver creative, engaging, and therapeutic Forest School lessons that foster a safe, nurturing and stimulating environment
- Tailor activities to meet the needs of individual students and use trauma informed behaviour management strategies to support their SEMH needs
- Incorporate the national curriculum and school priorities into outdoor learning experiences
- Build trusting relationships with students to enhance their emotional and social development
- Ensure all activities comply with health and safety regulations and conduct thorough risk assessments for all outdoor activities and environments
- Work closely with teaching staff, SENCos and other professionals to create holistic learning plans
- Track, monitor and report on pupils' progress and development through observations and assessments
- Communicate progress and challenges to parents, carers and the wider school team
- Participate in staff meetings, training and CPD opportunities

### Key duties and responsibilities:

- Lead a team of teaching assistants to provide a quality education for children with SEMH needs
- Take an active role in reviewing and developing the curriculum, accepting responsibility for at least one curricular area
- Create and manage a nurturing, supportive and purposeful environment which is conducive to children's learning

### Teaching & learning responsibilities:

- Demonstrate a positive, enthusiastic and imaginative approach to children's learning in order to meet their specific needs and the requirements of the National Curriculum and School Curriculum
- Meet all the [Teachers' Standards](#)
- Use children's EHCPs to inform planning, teaching and ensure that their needs are met
- Contribute to and lead on Annual Reviews of children in your class
- Communicate and consult with parents on a regular basis (at least weekly)
- Produce reviews/reports on children as and when required

### Curriculum Leadership Responsibilities

- Review and update the agreed scheme of work as required and in line with the school curriculum
- Develop and be responsible for the agreed subject action plan within the School Improvement Plan
- Monitor and evaluate the action plan
- Advise other staff on current developments relating to the agreed subject(s)
- Assume responsibility for the subject budget including making recommendations regarding training and ensuring adequate and relevant resources

- Maintain a curriculum file and report to the Head Teacher, Deputy Head Teacher and Governors as required

### Responsibilities of all school staff

At an appropriate level, according to the job role, grade and training received, all employees in the school are expected to

- support the attitudes, beliefs and values alongside the vision of Vermont
- contribute as a member of the Vermont team in all aspects of school life to enhance our community
- attend and contribute to staff meetings and INSET days as required
- take responsibility for safeguarding and children's welfare and ensure the immediate reporting to the DSL or a Deputy DSL of any safeguarding matters which place a child at risk or potential risk
- be aware of health and safety issues and act in accordance with the school's Health and Safety policy
- maintain positive discipline and uphold school policies and practices at all times, ensuring a safe, stimulating and positive learning environment for all students
- maintain appropriate standards of professional appearance and conduct and to ensure that all interactions with students, staff, parents, governors and visitors reflect a commitment to high professional standards of courtesy and behaviour and effectively contribute to the safeguarding of learners at all times
- keep their Line Manager/ SLT apprised of any concerns whilst undertaking this role.

### Professional development

As part of your performance development, ensure that you:

- fully engage in the Professional Development and CPD programme as required
- contribute to the setting of your own performance development targets which ensure Vermont improvement outcomes are met
- regularly review your own practice and set personal targets in consultation with your line manager
- take responsibility for, seek out and engage fully with CPD in order to support your development as a practitioner
- maintain accurate and up-to-date professional development records
- develop effective working relationships and network with local, national and digital agencies to ensure that you are at the forefront of developments within your field of expertise
- disseminate best practice further to CPD opportunities made available to you.

### NB.

- All teachers at Vermont work within the parameters outlined in the School Teachers' Pay and Conditions Document
- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment
- This job description allocates duties and responsibilities but does not direct the amount of time to be spent in carrying them out and no part of it may be so construed
- This job description is not necessarily a comprehensive definition of the post
- This job description will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post
- To carry out any other duties that are commensurate with the role as requested by the Headteacher

<b>Headteacher/line manager's signature</b>	
<b>Date</b>	

<b>Postholder's signature</b>	
<b>Date</b>	

## Person Specification

Qualifications and training	Essential	Desirable
<ul style="list-style-type: none"> <li>• Relevant good degree</li> <li>• Qualified Teacher Status</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Recent and relevant professional development</li> <li>• Further professional qualification</li> </ul>		✓
Experience/employment record	Essential	Desirable
<ul style="list-style-type: none"> <li>• Teaching experience in the primary sector</li> <li>• A proven track record of successful and recent class teaching in a primary school</li> <li>• Experience of working with students that have SEMH needs</li> <li>• Clear insight into best practice in teaching and learning, to maximise student outcomes</li> <li>• Excellent KS1 and KS2 subject knowledge</li> <li>• Clear understanding of how effective strategies for managing behaviour within the classroom and beyond impact on wider student performance</li> <li>• An understanding of issues related to inclusivity and social mobility within education</li> <li>• Ability to assess students' needs and barriers to learning</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Use of assessment and attainment data and information</li> <li>• Experience working in a school set in an area of deprivation</li> </ul>		✓
Personal qualities, skills and attributes	Essential	Desirable
<ul style="list-style-type: none"> <li>• High expectations of all students</li> <li>• Excellent communication skills</li> <li>• A positive role model who creates a good first impression</li> <li>• Ability to motivate, inspire and challenge students</li> <li>• Confident ICT user</li> <li>• Ability to plan, prioritise and organise self and others</li> <li>• Commitment to raising standards</li> <li>• Calm, adaptable, dependable, resilient and reliable</li> <li>• Collaborative and a good team player</li> <li>• Commitment to further own professional development</li> <li>• A commitment to promoting and safeguarding the welfare of young people</li> <li>• Has 'presence' around the school</li> <li>• Able to follow direction and accept challenge and feedback in a positive and productive way</li> <li>• An understanding that getting better never stops</li> <li>• Ability to be flexible and cope with interruptions in workload</li> </ul>	✓	